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ABSTRACT

Noncoercive student management practices to promote quality school work are examined in this book, which is based on the assertion that student motivation to perform quality work should not be compromised by focusing on minimal goals, such as dropout reduction and discipline problems. Replacement of the traditional coercive, divisive management approach by a unifying system of management is suggested to alleviate the problem of few students working hard. Teaching in a way to meet student needs, rather than coercing students to perform well on achievement tests, will reduce discipline problems and increase student satisfaction. Chapters provide information on the following: effective teaching; noncoercive management roles and strategies; control theory and motivation; characteristics of a quality environment; motivating student self-evaluation; applications of control theory to quality schoolwork; grades and other basics of a quality school; building a friendly workplace; dealing with discipline problems; and creating the quality school. Primary features of the plan are to remove coercion and promote student self-evaluation. (28 references) (LMI)

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